



St. Munchin's Catholic School

Curriculum Plan 2015

School Profile

St Munchin's Catholic Parish School is a community of faith, with Jesus as its model. Our motto, *Sequere Veritatem*, 'Follow Truth', helps students to focus on what is truly important to the school. Religious education is the first learning area and it is a valued part of the daily curriculum.

The school accommodates 419 students from Pre-Kindergarten to Year 6.

Children at St Munchin's have the opportunity to learn from subject specialists in Music, Physical Education, Dance, Information Technology, Library Studies, Science and Italian. The addition of a Learning Needs Coordinator since 2010 to coordinate support throughout the school has proven to be highly effective. Senior students can participate in leadership roles with active involvement in art, music and liturgy, environment, information technology, health, library studies, pastoral care and the sport councils. Parents can take advantage of the healthy food offered by the Canteen for their children's nutritional needs. St Munchin's School operates a Before and After School Care Programme. Children can also enrol in this programme during the term vacation breaks. The school is involved in a number of fantastic activities, such as the recycling of paper products and the Worm Farm Programme, battery collection and a new vegetable garden initiative in Pre Primary. Since 2010, the school has been involved in the Blueearth Physical Education Programme. In 2011, the addition of a reading support teacher and the implementation of the Hickey Programme for language support have been advantageous for children in need. In 2013 a Reading Recovery teacher commenced training to assist "at risk students" with reading. The involvement of parents is valued at St Munchin's School and opportunities to assist in the classroom are encouraged. The Parents and Friends Association is an active part of St Munchin's and their fundraising support is an asset to the school community.

Our Strategies

Literacy Focus with reading being the major focus

The School was involved in the RAISE Literacy initiative in 2006 and some of the successful strategies implemented are continuing at St Munchin's.

Other Literacy (* and non literacy) initiatives carried forward to 2015 include :

- SPATR Testing, PIPS and PMP in Pre Primary
- Observation Surveys
- Hickey Program – Reading Phonological Intervention Program
- Reading Room established, levelled readers, sets of books purchased and a central dedicated space for easy access for all reading materials
- Before school reading program – (1-6) At Teacher discretion
- Lexile Reading Program- (Middle and Upper Primary)
- *Visits by teachers to other school with a strong literacy program
- Scope and Sequence for Phonics for K-3
- *Whole school assessment procedures at the commencement of the school year

- Reading Support Program targeting children at risk years 2 and 3
- Explicit Teaching
- Rainbow Reading Program Year 5 2011, Years 5 and 6 2012, Year 5 2013, Years 5 and 6 2014, Years 1-6 in 2015-03-15
- *EMU maths programme

Professional Learning Community:

- *Regular meetings held to investigate our focus area both at whole school level and cluster levels
- *Professional Development Ellita DeNardi, Dianne Rundus
- Professional Reading from a wide range of sources
- Appointment of Coordinators of Professional Learning whom were provided with 2 days of professional learning and regular support from school support consultant
- Provision of relief funds and support for teachers to visit each other's classrooms

Models of Effective Practice:

- Training of two Key Teachers in Literacy
- Training of two Key Teachers in Numeracy

Curriculum Focus:

Since 2012 our focus has been a numerically based strategy to ensure that all students develop a deep understanding of Mental Computation strategies. In 2013 we continued our application of resources towards building on our Mental Computation Strategies as well as turning our focus towards St Munchin's having a whole school philosophy and language with regard to problem solving strategies. Our focus question being:

“ How do we ensure the students at St Munchins are exposed to a range of problem solving strategies?”

Refining:

Reflection:

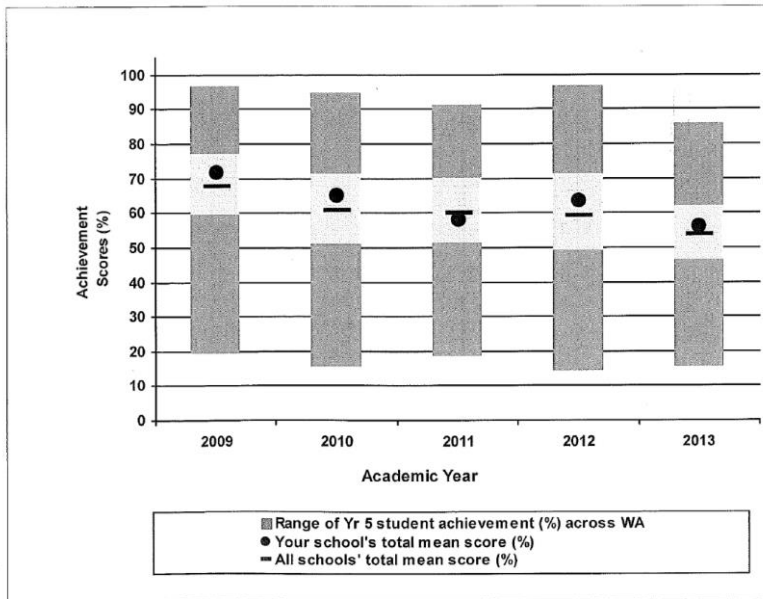
The action learning approach enabled us to build a stronger Professional Learning Community. We have also seen having a specific focus has allowed us the opportunity to deepen our knowledge and allowed teachers time to engage in professional dialogue. Single focus has been a powerful tool for all staff involved; they have built a shared common language and are working towards a common goal.

During this phase we began implementing our initiatives in the classroom and bought work samples to share at PLC Meetings this enabled us to deepen our learning. We have presented PLC meetings to reflect on the strategies being used across the school and to share successes and challenges faced by teachers. In 2014 we created a data wall after exhaustive testing of all students using the MAI place value component. We charted each child in class groups and discussed the relevance of particular groupings in specific stages.

Data Analysis

The following graphs show Sample Catholic School's means compared with Like Schools where possible for this period. Like Schools were chosen as they are the most challenging comparator.

Religious Education



Observations:

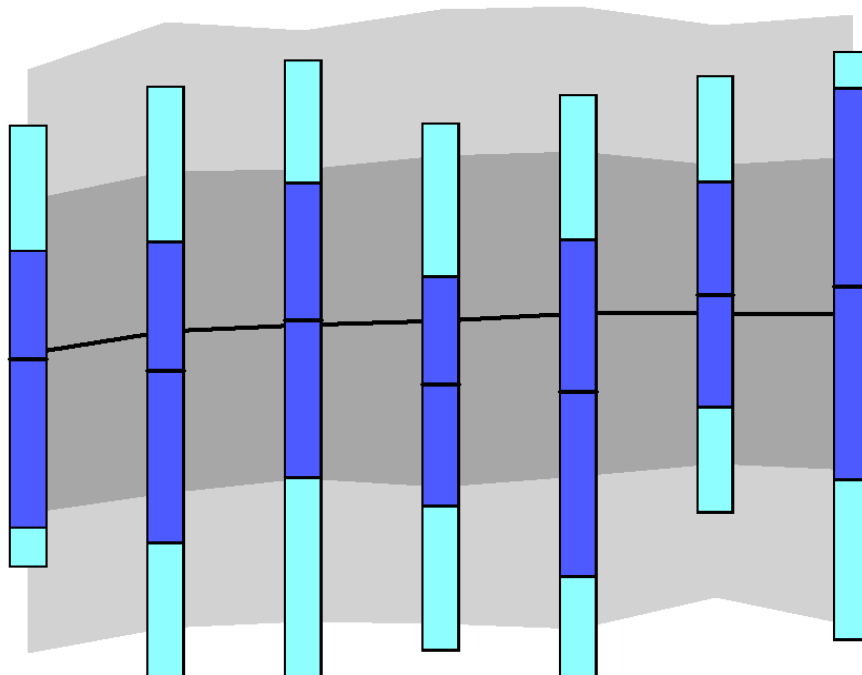
- In 2013, our results show that we are above the all schools mean. We will continue to monitor these results in the future. 2014 results will be added once available.

Reading

Year 3

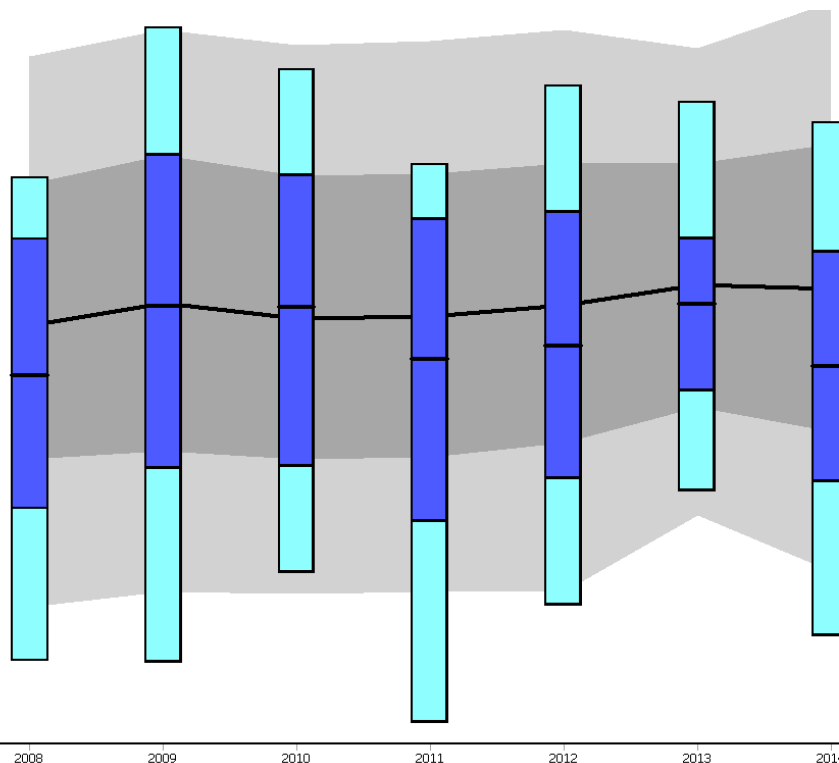
St Munchin's Catholic School

Compared against National data



Reading

Year 5



Observations:

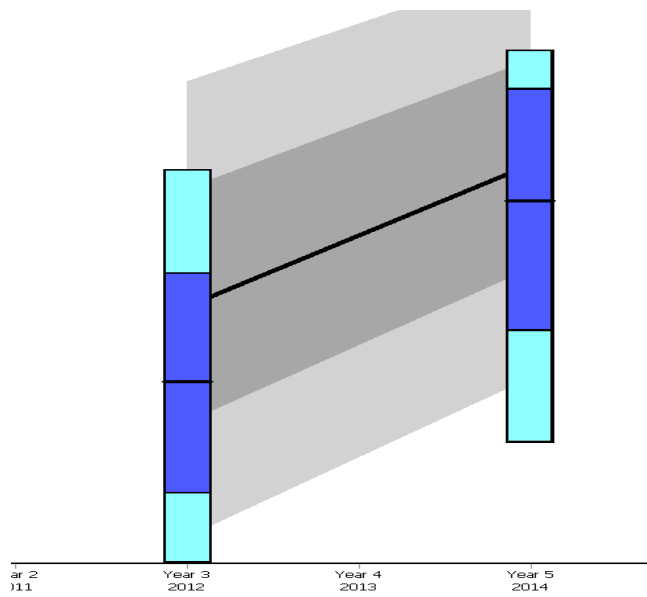
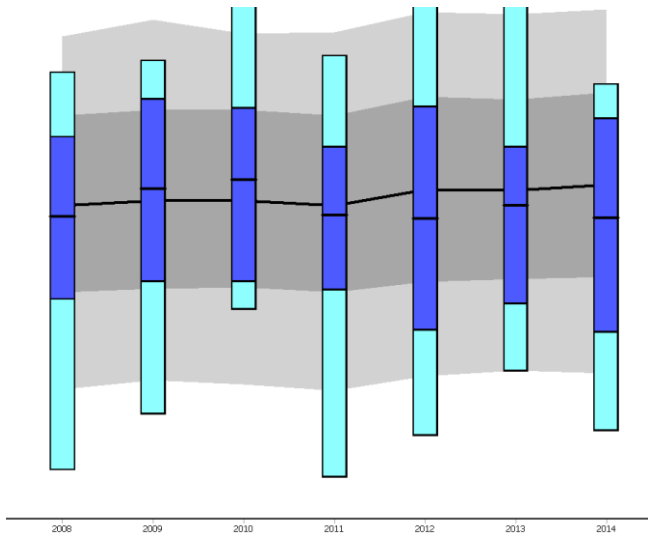
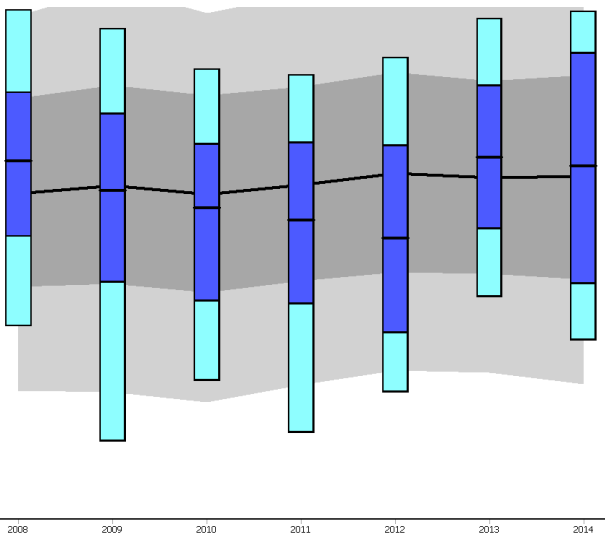
- In 2012 Our year 3 students were just below similar schools with a slight downward trend. In 2013 and 2014 there were significant improvements which saw the cohort perform above the national data mean.
- Our Year 5's, who had been above similar schools with a steady and healthy trend, fell below the national mean in 2014.

Spelling

Year 3

Spelling

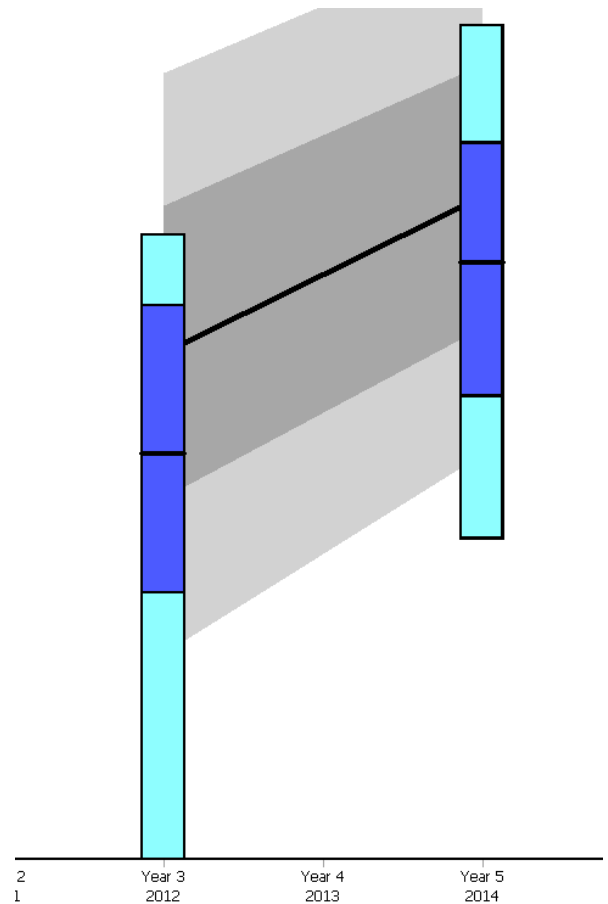
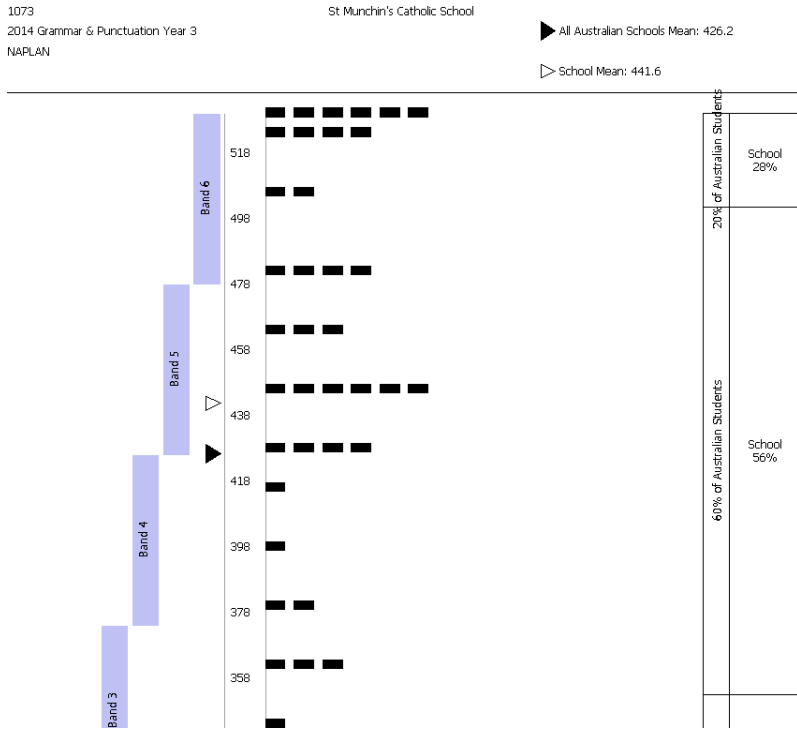
Year 5



Observations:

- Our Spelling results display a pleasing improvement in both the Year 5 cohort from their Year 3 results. Both Year 3 and Year 5 classes are above the similar school mean with the Year 3 class reversing a significantly lengthy downward trend. The Year Five class has displayed a result lower than the national average, however the lower graph displays the school mean much closer to the national average, than in the 2012 testing.

Grammar and Punctuation

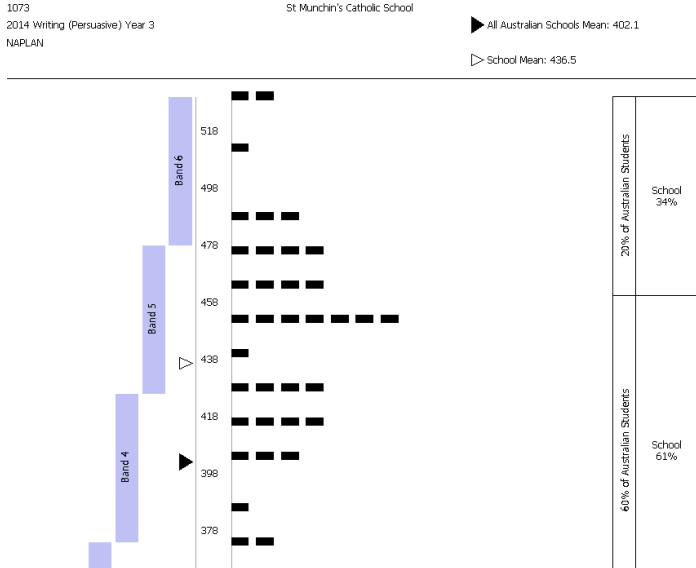


Observations:

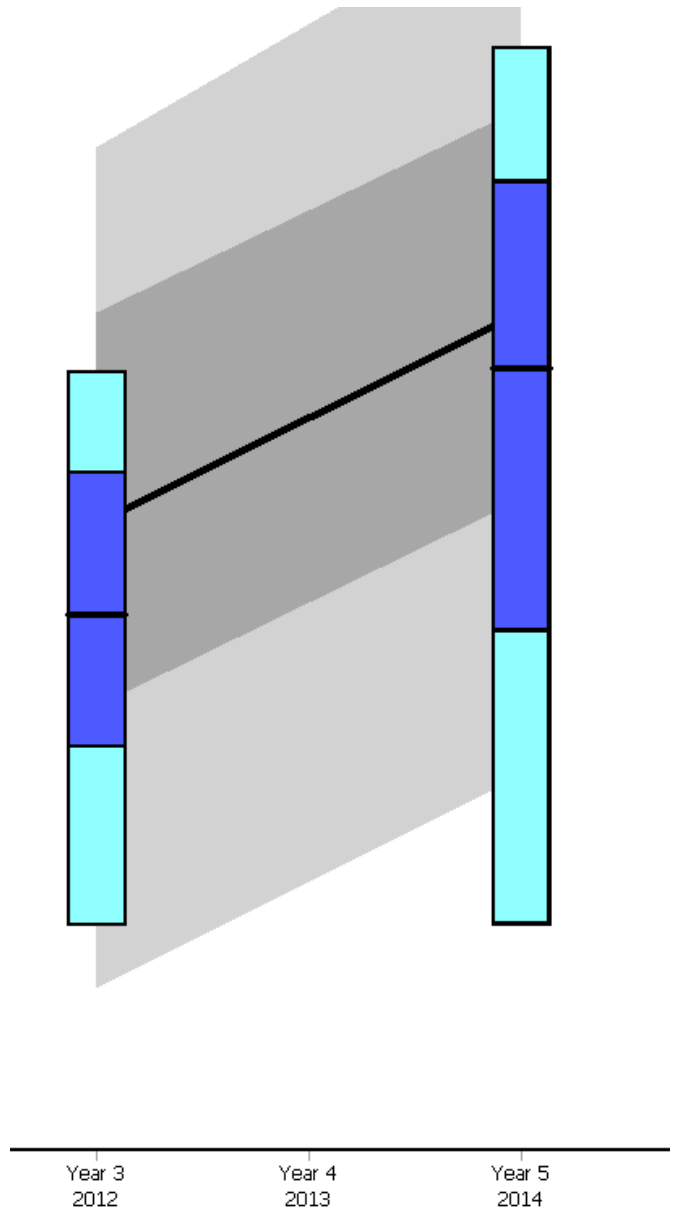
- In 2012 Our year 3 students were below similar schools with a downward trend.
- In 2013 our Year 5's maintained their standard at slightly above similar schools.
- IN 2014 our Year Five cohort were below the national average, however in comparison to their 2012 testing, significant improvement can be seen.
- With our writing program in place, with its emphasis using grammar and punctuation in context, we will monitor these results carefully.

Writing

Year 3



Year 5

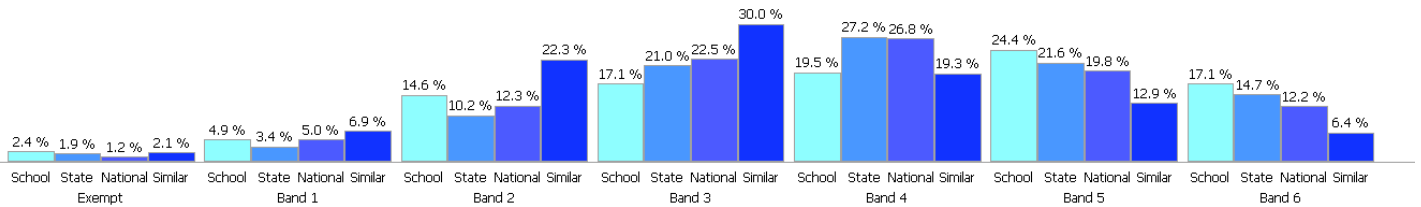


Observations:

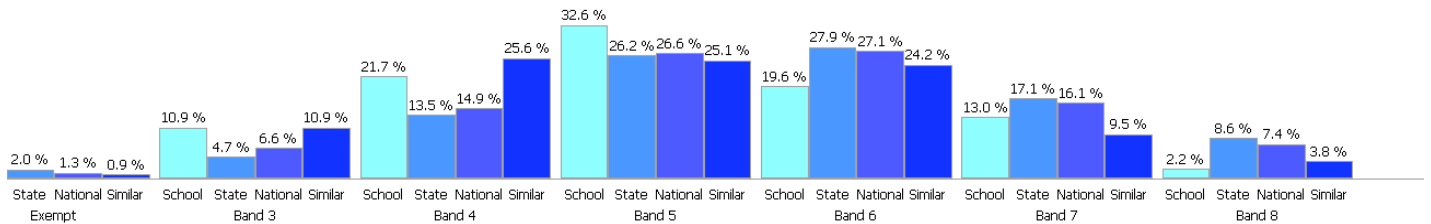
- For 2015 our Year Three results in Writing indicate that we are above all Australian School.
- Our distribution graph indicates that in Year 3 we have no students below minimum standard. In Year 5 28% of our students are at or below Minimum National Standard which is an 7% increae on the previous years data.

Numeracy

Year 3



Year 5



The distribution graphs of the 2014 NAPLAN testing shows a healthy model in Year Three with Bands 5 and 6 populated with 24 and 17 percent respectively. The mid range Bands are slightly weak with a challenge to move the students from the lower Bands into these areas. In Year 5, there is a need to move the numbers in the cohort to the right to match the national results. Comparison to the 2012 distribution graph for the same cohort shows a slight improvement, however more was desired.

FOCUS AREA

Numeracy

In 2014 we looked at our PIPS results from Pre-Primary to Year 3 and from Year 3 to 5 where we noted that we had almost 50% of our children making less than expected progress which is of concern. The establishment of the EMU programme in 2015 will assist many of these students. MAI testing will be completed with all Year 2 students and also students across the school who appear to be at risk. Data used to determine the students at risk will include EasyMark testing NAPLAN data and teacher observation over the first half of Term One.

After much discussion and exploration of school level data, the Professional Learning Community has decided to continue to focus on Numeracy; we feel that our data indicates this is still an area of concern. We would particularly like to build on our student's knowledge, processes and skills in Place Value while continuing with a minor focus on Mental Computation in order to consolidate learning and facilitate the transference of skills into Problem Solving.

In order to narrow our focus down we examined our Data to see where the gaps were forming in our Number Strand. Many of these gaps have been identified as belonging to Place Value understandings.

	2011	2012	2013	2014
Year 3	<p><u>Number</u></p> <p>Calculates the total value of a small collection of coins.</p> <p>Identifies the correct subtraction that links two numbers.</p> <p>Solves a multi-step problem involving a familiar rate.</p> <p>Solves a multi-step problem involving halving and subtraction.</p> <p>Finds the number half way between two numbers on a number line.</p>	<p><u>Number</u></p> <p>Identifies a three digit number given its standard partitioning</p> <p>Identifies the expression matching the number of objects</p> <p>Adding decimals in a money context</p> <p>Calculates the first number in pattern given a rule</p> <p>Calculates the total value of a small collection of coins</p>	<p><u>Number</u></p> <p>Compares amounts of money in decimal form</p> <p>Identifies the number that lies within a given range</p> <p>Calculates the distance for 3 laps given the distance for 4</p> <p>Applies subtraction and multiplication to solve a problem</p> <p>Multiplies small amounts of money to solve multi-step problems</p>	<p><u>Number</u></p> <p>Solves a multi step problem involving the four operations</p> <p>Solves a problem involving addition and multiplication</p> <p>Applies addition and subtraction to a money problem</p>

Year	<u>Number</u>	<u>Number</u>	<u>Number</u>	<u>Number</u>
5	<p>Solves a problem involving addition and subtraction of money.</p> <p>Locates the position of one-third on a number line.</p> <p>Finds the lowest cost by comparing familiar rates.</p> <p>Calculates the number halfway between two decimals on a number line.</p> <p>Solves a word problem involving relational reasoning.</p>	<p>Solves a word problem involving addition and subtraction</p> <p>Applies links between operations to find a starting number</p> <p>Calculates the first number in a pattern</p> <p>Calculates difference in categories</p> <p>Solves word problems involving relational reasoning.</p>	<p>Determines the 4 notes need to make a total of \$75</p> <p>Finds the largest number that can be bought with any given amount</p> <p>Solves a word problem involving division by a 1 digit number</p>	<p>Uses 4 digits to make the largest total</p> <p>Solves an algebraic number sentence</p> <p>Reads a thermometer scale</p> <p>Calculates the missing value in a number sentence</p>

Spelling

To consolidate and continue the results achieved across the school in spelling, a school discussion and planning meeting has been facilitated to share practices, resources and strategies. After with a whole school workshop in December 2014 on the Letters and Sounds Spelling Programme, the school has discussed the best use of this programme in the lower primary levels. We have also formalised our whole school testing of spelling to incorporate the Words Their Way diagnostic test and the Australian Standardised Spelling Test in favour of the SA Spelling tests.

The Future

“How do we ensure all students have a deep understanding of Place Value which will enable them to develop the skills to work mathematically?”

We will explore:

Content

What do students need to understand and know in the area of Place Value in order to solve problems?

How do we support the better understanding of Place Value and its importance towards the achievement within the proficiency strands?

Students

What pre-assessment will we use to determine if our focus has been successful? *(MAI- Place Value strand across the whole school) PAT R, NELSON, EASYMARK*

What will we use to identify where students are in their understanding of Place Value, the four operations and Problem Solving?

What feedback processes are we exposing our students to?

What Formative Assessments can we use to assist us to monitor and teach from student's point of need?

What do we do when students don't learn it?

Pedagogy

What are the most effective strategies to teach Place Value?

How do we ensure that we cater for all students?

What strategies can we use to support Curriculum differentiation?

How do we engage the students to think and work mathematically? (goal setting, intentional teaching, differentiation, grouping, manipulatives, maths journal)

Resources: What resources are available to the students. How can we supplement, make better use of these? (making of bead-strings, kebab sticks...) **RESOURCE AUDIT**

The following supportive structures will assist our focus:

1. Creating a shared understanding of Problem Solving amongst staff through professional learning events and shoulder-to-shoulder learning with a focus on Place Value and the four operations.
2. Continually build up a bank of Key Beliefs in the area of Problem Solving and Place Value.
3. Collaboratively developing a bank of strategies to teach Place Value and Problem Solving that foster a deep understanding within the students.
4. Research and explore how we might differentiate the curriculum and promote student engagement.
5. Conduct research into best-known practice and engage in professional reading and development. We will follow the CPLinA model in order to carry out our investigation
6. Ensure that our investigation is lead by a Coordinator of Professional Learning. Key teachers will attend professional development and have an integral role in this investigation.
7. Auditing Math Resources – what do we currently have and what do we need. Commit to a school scope and Sequence for the teaching of Place Value.
8. As a consequence of this process we would expect to see an improvement in all Numeracy Outcomes over time.